

TRIDENT TECHNICAL COLLEGE SUMMARY OF ASSESSMENT RESULTS FOR 2008-2009

Trident Technical College's commitment to providing a technologically skilled workforce is clearly evident in the college's vision statement: to be a leader among two-year colleges in providing diverse and innovative educational programs and services in a highly technical and competitive global environment. College Policy 2-18-0 titled [Vision Statement, Mission Statement, Institutional Values, Institutional Goals and Objectives](#) refers to the college's commitment to technical and comprehensive education to enhance economic development. The Mission Statement is published online in both the [Policies and Procedures](#) and the [About TTC](#) sections of the college's Web site.

This summary report for Trident Technical College includes the following Institutional Effectiveness components: Majors and Concentrations, Student Development and Alumni and Placement.

METHODOLOGY - Academic Programs. During the 2004 – 2005 academic year, Trident Technical College implemented a program evaluation process, which includes assessing student learning outcomes and an analysis of indicators of program health (Vital Statistics). Each associate degree program is evaluated on a two-year cycle. The first year of the cycle includes identifying the student learning outcomes and collecting the data necessary for assessment. At the end of the first year of the cycle, program managers review student learning data and create plans to improve performance on those outcomes that fall below expected performance levels. In the second year of the cycle, academic programs implement these plans. Program managers review the program Vital Statistics annually. Program managers maintain documentation of the assessment planning, data collection process, actual results, key findings, plans for improvement and results of implementation in a Curriculum Assessment Plan (CAP) document.

Student Learning Outcome Assessments consist of:

- **Student Learning Outcomes** - a definition of what graduates should be able to do
- **Where Outcomes are Assessed** - a description of the course, clinic or lab where student learning is assessed
- **Methods for Outcomes Assessment** - a description of the methodology used for assessing student learning outcomes
- **Expected Level of Program Performance** - specification of the expected levels of program performance for each outcome (expected outcomes)
- **Data Collection** - a description of what, how and when data will be collected
- **Results** - a description of the actual results of the assessment
- **Use of Results** - a description of how the results will be used to improve the instructional program

Vital Statistics include Fall Enrollment, Job Placement or Transfer Rate, Student Satisfaction with Instruction, Number of Graduates, Employer Satisfaction with Graduates, and Licensure/Certification Exam Pass Rates for applicable programs.

In addition to the CAP, each instructional program undergoes the annual SBTCE Program Evaluation process. The SBTCE criteria includes Fall FTE and headcount by program for associate degrees, diplomas and certificates, number of graduates by program, and job placement by program. Please note that three of the four SBTCE criteria are included in Vital Statistics.

The assessment cycle for academic program evaluations is presented in the following table.

2-year Curriculum Assessment Cycle					
Planning Cycle	Academic Years	Activities	Time Frame	Report	Report due
2006 - 2008	2006-2007	Plan for Assessment	Aug - Sep 2006	2006-2008 Planning Stages	Sep 2006
		Collect Data	Sep 2006 – Aug 2007	2006-2008 Report	Sep 2007
		Plan for Improvement	Aug – Sep 2007	2006-2008 Report	Sep 2007
	2007-2008	Implement Improvement Plans	Sep 2007 – Aug 2008	2006-2008 Assessment Summary	Sep 2008
2008 - 2010	2008-2009	Plan for Assessment	Aug - Sep 2008	2008-2010 Planning Stages	Sep 2008
		Collect Data	Sep 2008 – Aug 2009	2008-2010 Report	Sep 2009
		Plan for Improvement	Aug – Sep 2009	2008-2010 Report	Sep 2009
	2009-2010	Implement Improvement Plans	Sep 2009 – Aug 2010	2008-2010 Assessment Summary	Sep 2010

Table 1

FUTURE REPORTS (2009-2014). The following table presents the reporting dates for assessing Institutional Effectiveness Components from 2009 through 2014.

Institutional Effectiveness Components	2009	2010	2011	2012	2013	2014
General Education (Every 4 years)		X				X
Majors and Concentrations (Annual)	X	X	X	X	X	X
Academic Advising (Every 4 years)				X		
Success of Transfer Students (Every 2 years)		X		X		X
Student Development (Every 4 years)			X			
Library Resources (Every 4 years)	X				X	
Alumni and Placement (Every 2 years)	X		X		X	
Total Components	3	3	3	3	3	3

Table 2

The following section presents a brief summary of the status of each program and service assessed in 2008–2009 and projected reporting dates for those components not reported this year.

GENERAL EDUCATION. The next assessment reporting date for this component is 2010.

MAJORS AND CONCENTRATIONS. TTC requires a program assessment for each of its associate degrees. Additionally, the college requires a program assessment for those diplomas and certificates in disciplines for which the college does not offer an associate degree. Academic program coordinators conduct these evaluations on the two-year cycle described previously. In addition to data on student learning outcomes, program CAPs include a Program Vital Statistics section. These performance indicators reflect the general health of the program and include data on enrollment, number of graduates, graduate placement and graduate performance on licensure/certification exams.

Since the inception of this program in 2004, the academic programs at TTC have completed two full cycles of student learning assessment and are nearing the completion of a third. Forty-five TTC programs completed an evaluation for the 2006-2008 assessment cycle. The first year of the assessment cycle (2006-2007) resulted in improvement plans for changes in curriculum, learning assessments, and student advisement/interaction. Program managers reported the results of the implementation in September 2008. Forty-nine programs, including three new associate degree career paths and one new diploma, have completed the planning and data collection phase of the 2008-2010 cycle.

Curriculum changes:

- Development of new courses
- Changes to course sequencing
- Development of new course content
- Changes to course content sequencing

Assessment changes:

- Development of new assessment methods
 - Pre- and post-testing
 - Surveys
 - Assessment matrices
- Modification of existing assessment methods

Student Advisement/Interaction changes:

- Creation of advising handouts
- Development of curriculum-related student activities
- Creation of new faculty/student discussion opportunities

In September 2008, program managers established assessment plans for the 2008-2010 assessment cycle. Faculty in each program have collected data on student learning throughout the 2008-2009 academic year. Program managers and faculty will analyze these results in September 2009 and will develop plans for the continued improvement of their programs to be implemented during the 2009-2010 academic year.

ACADEMIC ADVISING The next assessment reporting date for this component is 2012.

SUCCESS OF TRANSFER STUDENTS. The next assessment reporting date for this component is 2010.

STUDENT DEVELOPMENT. The next assessment reporting date for this component is 2011.

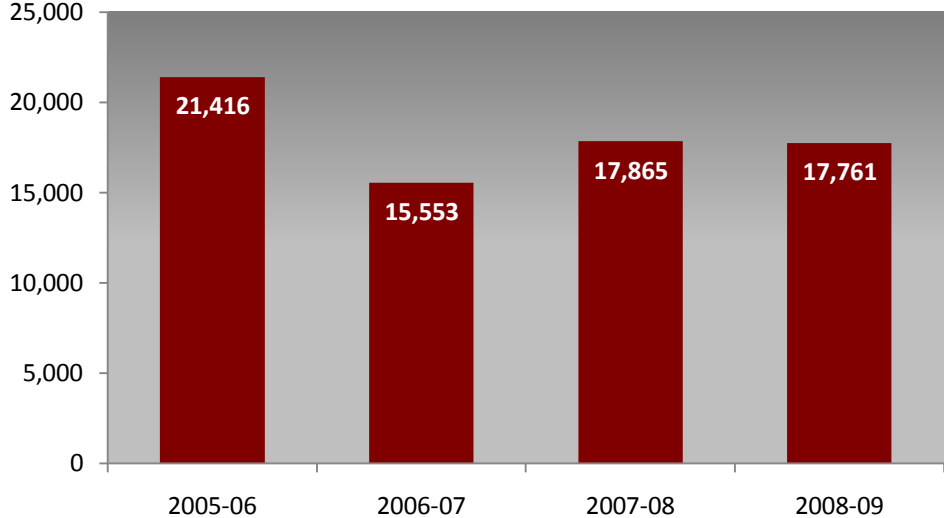
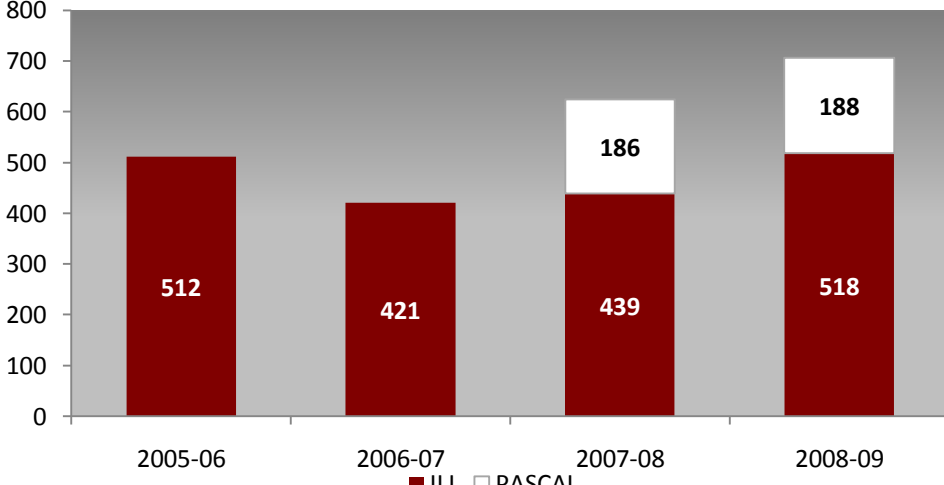
LIBRARY RESOURCES. TTC's Learning Resources division conducts a comprehensive evaluation of the college's library resources, services, instruction and use on a two-year cycle. The evaluation also includes assessments of student learning. Key elements of the evaluation follow on pages 5 - 13.

ALUMNI AND PLACEMENT. The Alumni Survey was scheduled to be administered in 2009. In May 2009, the General Assembly passed Budget Proviso 89.121, which excused state agencies from some mandated reports as a cost savings measure, including the Alumni Survey. TTC elected to forego the Alumni Survey for this administration. The next assessment reporting date for this component is 2011.

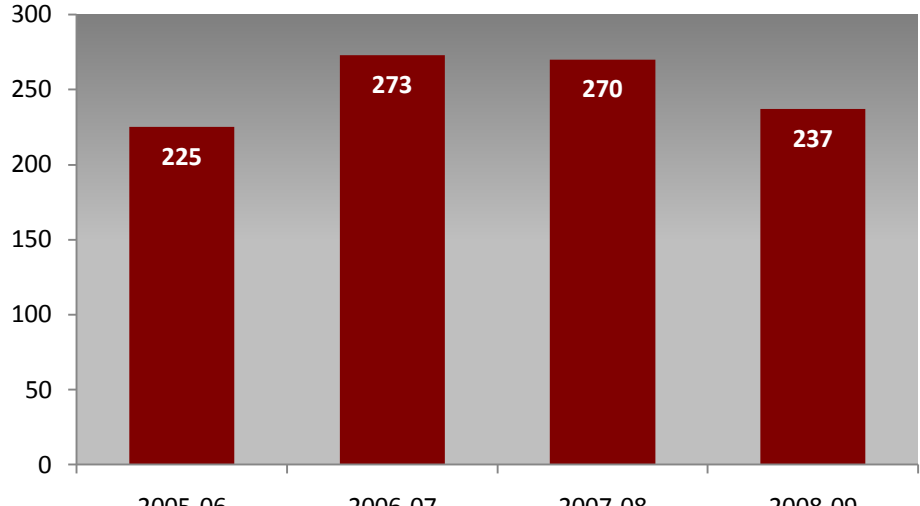
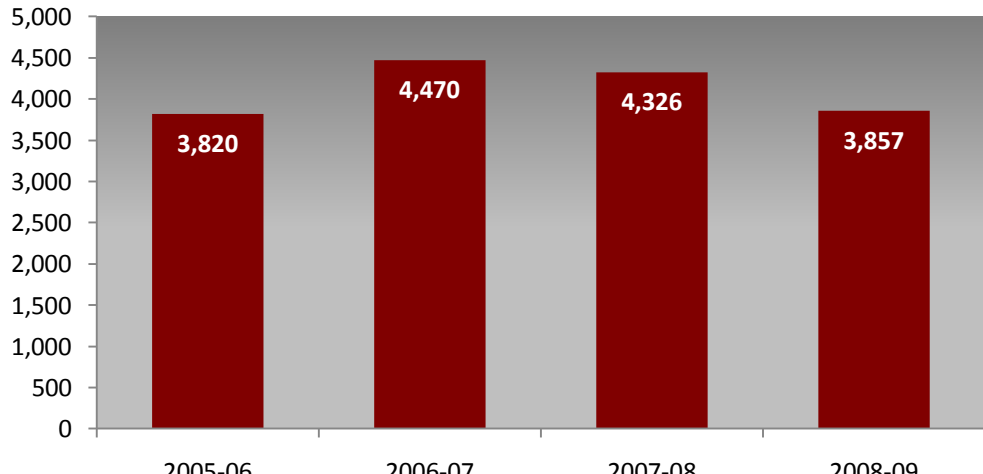
Peer Comparisons
Most Recent Fiscal Year Data
South Carolina State Library Annual Library Statistics

Key Indicators of Library Effectiveness – 2007-08				
	TTC	MTC	GTC	SBTCE System Average
Enrollment				
FTE Student Enrollment	8,695	7,400	9,004	3,644
Staffing:				
Total FTE Librarians	11	9	3	4
Total FTE Other Staff	10	8	8	4
FTE Enrollment/FTE Staff	435	416	1,185	477
Collections				
Books and Serials	116,493	93,678	56,731	42,619
E-books	41,812	28,249	58,300	54,296
Audiovisual Units	10,502	1,632	1,554	2,924
Databases (excluding DISCUS)	20	14	10	14
Serial Subscriptions	403	402	123	224
Total Units	169,230	123,975	116,718	100,077
Units per FTE Student	19	17	13	27
Expenditures				
Total Expenditures	\$1,381,177	\$1,238,118	\$505,068	\$516,239
Expenditures per FTE Student	\$159	\$167	\$56	\$183
Circulation Transactions				
Circulation	17,865	25,350	7,881	10,729
Interlibrary Loan:				
Loaned	138	4	491	158
Borrowed	301	58	512	108
PASCAL Delivers:				
Loaned	15	322	198	165
Borrowed	171	188	96	197
Total Circulation Transactions	18,490	25,922	9,178	11,357
Circulation Transactions per FTE Student	2.13	3.50	1.02	3.12

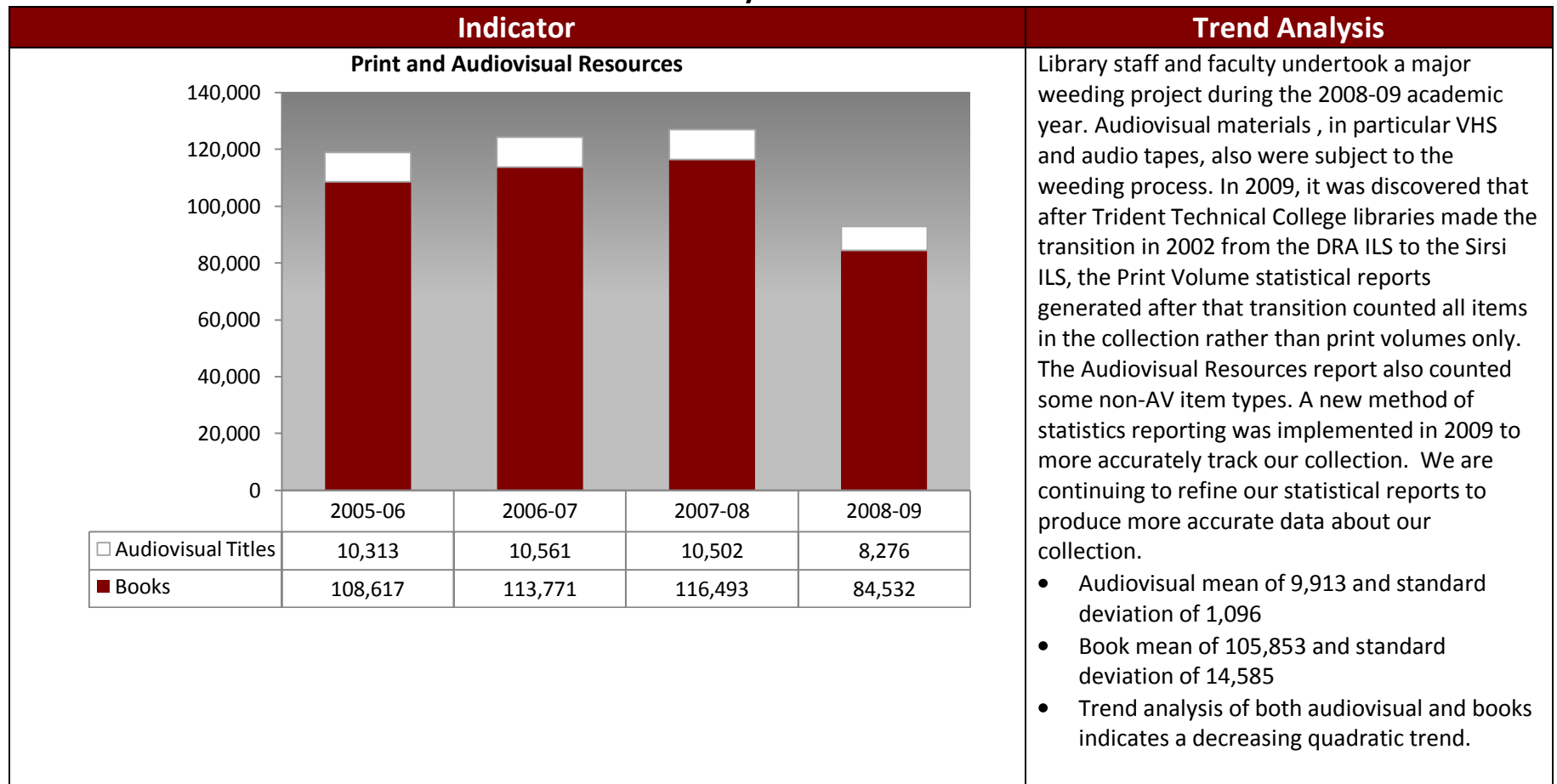
Library Services

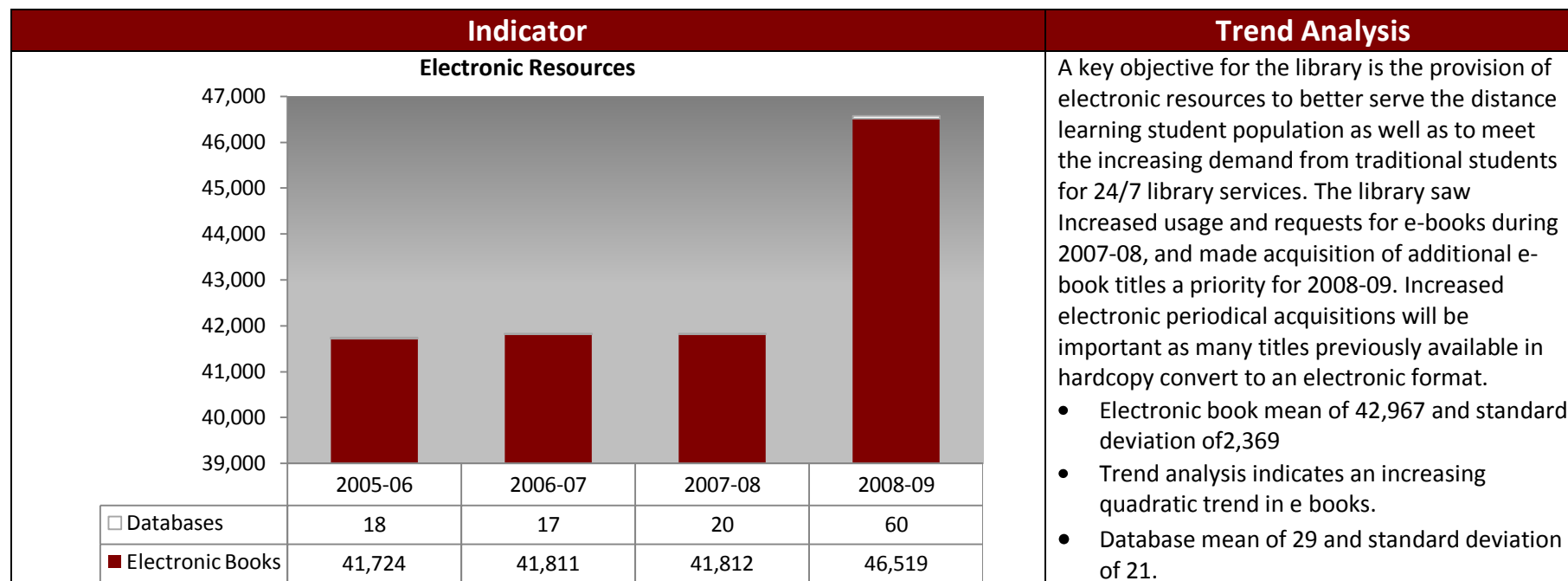
Indicator	Trend Analysis															
<p>Circulation</p>  <table><thead><tr><th>Year</th><th>Circulation</th></tr></thead><tbody><tr><td>2005-06</td><td>21,416</td></tr><tr><td>2006-07</td><td>15,553</td></tr><tr><td>2007-08</td><td>17,865</td></tr><tr><td>2008-09</td><td>17,761</td></tr></tbody></table>	Year	Circulation	2005-06	21,416	2006-07	15,553	2007-08	17,865	2008-09	17,761	<ul style="list-style-type: none">• Circulation mean of 18,149 and standard deviation of 2,425.• No definitive trend in circulation					
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2005-06	21,416															
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<p>Interlibrary Loans</p>  <table><thead><tr><th>Year</th><th>ILL</th><th>PASCAL</th></tr></thead><tbody><tr><td>2005-06</td><td>512</td><td>0</td></tr><tr><td>2006-07</td><td>421</td><td>0</td></tr><tr><td>2007-08</td><td>439</td><td>186</td></tr><tr><td>2008-09</td><td>518</td><td>188</td></tr></tbody></table> <p>■ ILL □ PASCAL</p>	Year	ILL	PASCAL	2005-06	512	0	2006-07	421	0	2007-08	439	186	2008-09	518	188	<ul style="list-style-type: none">• Loan mean of 561 and standard deviation of 123• Trend analysis indicates a weak increasing linear trend in loans with a reported p-value of 0.019
Year	ILL	PASCAL														
2005-06	512	0														
2006-07	421	0														
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Library Instruction

Indicator	Trend Analysis										
<p style="text-align: center;">Classes Taught</p>  <table border="1"> <thead> <tr> <th>Term</th> <th>Classes Taught</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>225</td> </tr> <tr> <td>2006-07</td> <td>273</td> </tr> <tr> <td>2007-08</td> <td>270</td> </tr> <tr> <td>2008-09</td> <td>237</td> </tr> </tbody> </table>	Term	Classes Taught	2005-06	225	2006-07	273	2007-08	270	2008-09	237	<p>Library instruction varies by term. To accommodate the increasing number of distance learners, staff have developed online and video library orientations to supplement the traditional face-to-face format.</p> <p>Library staff have developed Web 2.0 tutorial videos for students to develop some basic library skills.</p> <p>An online library quiz is available and many faculty members require this as an assignment for their classes.</p>
Term	Classes Taught										
2005-06	225										
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<p style="text-align: center;">Class Attendance</p>  <table border="1"> <thead> <tr> <th>Term</th> <th>Class Attendance</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>3,820</td> </tr> <tr> <td>2006-07</td> <td>4,470</td> </tr> <tr> <td>2007-08</td> <td>4,326</td> </tr> <tr> <td>2008-09</td> <td>3,857</td> </tr> </tbody> </table>	Term	Class Attendance	2005-06	3,820	2006-07	4,470	2007-08	4,326	2008-09	3,857	<ul style="list-style-type: none"> • Mean of classes taught is 251 and standard deviation 24 • Trend analysis indicates a decreasing quadratic trend in classes taught with a p-value of 0.11 • Mean of class attendance is 4,118 and standard deviation 329 • Trend analysis indicates a decreasing quadratic trend in class attendance with a p-value of 0.18
Term	Class Attendance										
2005-06	3,820										
2006-07	4,470										
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Library Resources





Library Access

